USC Marshall
School of Business

GSBA502: Management Communication for Leaders
Summer 2019
3 Units
This class will meet Wednesdays at 4 pm PT (subject to change).
Please see the Live Session Information page in Moodle for exact dates and/or updates.
Mandatory Live Sessions will not conflict with each other.

Instructor:	*Dr. Greg Patton*
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Office Hours:	*By appointment*
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COURSE DESCRIPTION

Library leaders of tomorrow need to be able to effortlessly cross boundaries. Whether those borders are disciplinary, cultural or international—successful communication is your passport to do so.

Communication is the transfer of information or knowledge, via any media, and among diverse stakeholders. Librarians are in a unique position as gatekeepers to and facilitators of information, idea and thought exchange; they organize, distribute, and preserve information both online and in traditional collections. Successful library leaders are recognized for their ability to connect with their stakeholders and audiences, to speak and write dynamically, and to enable opportunities for intellectual growth and collaboration through their strong interpersonal communication skills. Librarians spend almost half their time with managerial tasks that are characterized by team-based and collaborative projects. In addition to communication and interpersonal skills, those ranked most critical are project management and leadership skills, grant/proposal writing, and coaching and mentoring. In addition, the librarian also increasingly becomes a "digital librarian" in a "user-centric" environment—with users as diverse as the "world-wide-web." Thus, communication demands are multifaceted. Your enhanced awareness, knowledge and development of your core communication and leadership skills will drive your future success. You will gain a competitive advantage and develop your leadership abilities by understanding and operationalizing the communication skill development process itself that make you a better learner, listener, coach, and leader throughout your career.

Accordingly, this course provides an integration of leadership, interpersonal and communication theory and practice with skill development to improve your ability to drive and lead individual, team, and organizational performance. Learning will focus on the key processes (awareness, motivation, knowledge, opportunities and techniques) that will make you a more effective and efficient

communicator and leader both in your verbal and non-verbal/written communications. The course design aims for you to utilize knowledge, as opposed to just acquiring it, and to build your skills as opposed to just learning about skills.

Your continued participation and active engagement in the course is essential. Your success in the class will come from your ability to draw connections and continually leverage the skill development process that is embedded in this course. Preparing for every class is a necessary prerequisite to learning. What you do in class and between classes will differentiate the level of marketplace advantage you capture from this course.

COURSE OBJECTIVES

Learning objectives are performance targets and identify the tasks or activities that a student is able to do as a result of successfully completing the course. The learning objectives provide a roadmap to the contents of the course and insight into how student performance is assessed. The course aligns with all LIM program mission, goals, and objectives with a focus on leadership and "demonstrating oral and written communication skills at a professional level in a multicultural environment." At the end of the course, you will be able to:

At the end of this course you will be able to:

1. Demonstrate communication competence in interpersonal, presentation, written, team and leadership situations by planning and delivering persuasive individual speeches, team presentations, professional documents and visuals.
2. Recognize, contrast and categorize individual communication behaviors (including ethical implications) by performing self-analysis (with two instruments) and learning about individual character traits of self and others and their implications for communication.
3. Create and execute a plan to effectively develop targeted leadership communication skills by understanding the connection between person, behavior and communication style and learning to leverage and expand skill levels.
4. Support the communication and leadership skill development of others by critically evaluating their performance as communicators, their skill improvement plans, and coaching them to greater communication effectiveness.
5. Identify and differentiate the impact communication and leadership behaviors have on individual, team, organizational performance, and external stakeholders by analyzing cases and situations.
6. Devise strategies and techniques to generate more effective communication behaviors in organizational contexts by analyzing audiences and designing communication strategies tailored to them.
7. Differentiate between online and offline communication needs, strategies, and behaviors adapting the above mentioned knowledge and skills (as described in the

previous learning objectives) to digital environments, including creating and utilizing communication enhancing visuals.

COURSE MATERIALS

Required Materials

The readings are highly focused. Each reading is selected for its conciseness, practical applicability, and effectiveness in engaging the reader. To fully take advantage of the classroom activities, you will need to have completed all the readings in advance. I am assuming that you will enjoy the readings and their immediate application will improve the success of your study teams, career exploration and employment prospects.

1. Barrett, Deborah (2013). *Leadership Communication*, 4th Edition. (e-book). Hardcover: ISBN-13 9780073403205
2. *HBR's 10 Must Reads on Communication*. Harvard Business Review Press. Kindle Edition (2013). ISBN 978-1-4221-8986-3 (you can download a free Kindle reader for your PC or Mac, or get a hard copy)

Other Required Course Readings:

Check weekly calendar. All are available in your HBR Course Package:
https://hbsp.harvard.edu/import/613629

Personality Profile Assessment:

Porter, Elias. Strength Deployment Inventory (online)

Recommended Texts:

1. Peters, T. (1999). *The Brand You 50*. E-book (Kindle; B&N; and others).
2. Darling, D. (2005). *Networking for Career Success: 24 Lessons for Getting to Know the Right People*. McGraw-Hill. (Kindle Edition)
3. Toogood, G. (2010). *The New Articulate Executive: Look, Act and Sound Like a Leader*. (2nd Edition). McGraw-Hill. (Kindle Edition)
4. Gerald, J.A., Brusaw, C.T., and Oliu, W. E. (2011). *The Business Writer's Handbook*. (10th ed). St. Martin's Press.

COURSE NOTES

Organization

This course is designed features multiple layers. Sessions integrate and weave together a variety of topic areas, current theoretical and applied knowledge, and practical skill-building techniques. These sessions are then structured by leveraging multiple developmental processes with skill development exercises. And then, the course creates opportunities for each person to customize their personal growth and chart a development course that will most effectively enhance their own success. This course supports one of Marshall's core strength and a key competitive advantage – the effective and successful development of communication and leadership skills in our students.

Format

In this online course, you will not only learn the above-mentioned skills, but you will also learn how to translate these for digital environments. In other words, you will be challenged to adapt your communication style both in speaking and writing to be effective in a virtual environment. For example, your facial expressions are under closer examination by communication partners than when sitting in the room with them; yet, other non-verbal signals might easily be "lost in translation." This means that speaking online should become more pronounced and articulated and your voice must oftentimes also carry non-verbal information. You will notice immediately that focused listening is essential to succeed in a virtual environment. You will also be challenged to write succinct instructions, directives, and other texts directly online, or others, which are meant for online use. The course includes a mix of lectures, readings, cases, simulations, activities, online presentations, assessments and assignments. The course regularly introduces new applications, contexts, and challenges to best develop your overall skill set. The concepts we will introduce will constantly build on and inform each other. Your final individual project offers an opportunity to apply your learning about your own skill development as well as your understanding of topics covered throughout the semester.

The online environment offers a unique opportunity that supports future librarians who operate increasingly in a digital world. It is interactive and features synchronous and asynchronous sessions; more specifically, you will participate via multimedia and engage in project-based learning; you will contribute to discussion forums and/or blogs; you will participate in chats as well as utilize social media for your team interactions. Much of your learning will be collaborative, in various small teams, or pairs. The advantage of online collaboration vs. face-to-face is that the online form allows more time for reflection, and supports a higher degree of individuals sharing their ideas. No matter if you are in a virtual breakout room with your team, or engaged in an asynchronous activity, I will be omnipresent and you will always be able to connect with me or other course members. Lastly, each class member will have opportunity to take on leadership/moderator roles.

How will you learn: Selected examples of class activities:

- *Interpersonal communication*: You will learn about personality types and their communication styles and will be asked to identify the styles of selected leaders in your field. This focused audience analysis will support your ability to adapt to the diverse stakeholders you're dealing with in your profession.
- *Interpersonal and team communication*: You will partner with course members, analyze each other' styles (utilizing video), and develop a task-based communication strategy for your interaction. You will have to review and discuss your modus operandi to the class. Building on the task above, this will help you establishing effective team dynamics.
- *Communication for project and team management*: You will be engaged in multi-media interactive activities that simulate workplace communication challenges.

- *Leadership communication*: You will be asked to give an informational and also a motivational speech to your colleagues. Sessions will feature feed-forward peer comments and opportunity to "share-out" experiences in debrief.
- *Writing and visual communication*: We will discuss effective ways of writing and grant writing, as well as developing images and graphics. You will be challenged to translate your communication task into a visually supported story to facilitate easy and equitable resources access; for example, an introduction to library services for new college students. You might also be asked to produce annotated concept maps for the materials of a particular lesson, or to support a communication strategy, or a grant proposal pitch.

In sum, GSBA 502 is an intensive interactive online learning experience. The Marshall School of Business places a strong and unique emphasis on your communication and leadership skill development because it is a fundamental driver of career success. Consider this course a stepping stone in your graduate education and your career.

Contact Hours

Contact Hours for this course are:
Synchronous (60 minutes weekly): Live lectures, presentations, Q&A's.
Asynchronous (90 minutes weekly): discussion forums, blogs, offline collaboration. Please plan on additional time to complete readings and assignments. These times will vary by student and can be anywhere between 1 and 5 hours.

This distance-learning course is conducted through asynchronous and synchronous activities. Mandatory synchronous sessions include class meetings, communication with the professor, and team collaboration. Please mark your calendars accordingly.

GRADING

Grading policies and practices for the University are described below.

A Work of **excellent** quality; represents **Exceptional** work; a grade of "A" will be assigned for outstanding work only.

B Work of **good** quality; represents Good work; a grade of "B" clearly meets the standards for graduate level work.

C Work of **fair** quality; represents **Adequate** work; a grade of "C" counts for credit for the course, **minimum passing for graduate credit** (except in 591A, B, C, D, E where a B is required).

C minus **Failing** grade for **graduate credit**

The LIM program adheres strictly to the grading standards of the University and the Marshall School of Business. An explanation of the USC grading system can be found in the USC Catalogue. The following grade ranges are used to determine a passing grade:

Grade	Range	Points
A	94.0% or higher	4.0
A-	90.0%-93.9%	3.7
B+	87.0%-89.9%	3.3
B	84.0%-86.9%	3.0
B-	80.0%-83.9%	2.7
C+	77.0%-79.9%	2.3
C	74.0%-76.9%	2.0
C-	70.0%-73.9%	1.7
D	60.0% -69.9%	1.0
F	59.9% or lower	0.0

A minimum grade of C (2.0) is required in a course taken for graduate credit. However, in order to receive an MMLIS degree or LIM certificate, a minimum grade point average of 3.0 is required. This standard guarantees the quality of the USC LIM program.
Because of the quality of our participants and the close attention given to them, a very high percentage of participants pass all courses with C or better grades and obtain a grade point average above 3.0.

COURSE COMPONENTS

INDIVIDUAL ASSIGNMENTS	POINTS TOTAL		PERCENT
Communication Development Plan	50		5%
Brand You Video and Memo	80		8%
My Workplace and I Presentation	50		5%
Individual Memo for Grant Proposal Team Project	100		10%
Final Project: Launching a Virtual Team (Project Leapfrog)	180		18%
Discussion Boards, Multimedia, etc.	90		10%
Reading Questions (various weeks)	55		5.5%
TOTAL POINTS	**605**		60.5%
TEAM / Individual ASSIGNMENTS	**TEAM**	**INDIV.**	
Working in Teams I: Team Charter and Work Agenda	20		2.5%
Working in Teams II: Presentation	20	50	7%
Working in Teams III: Learning Tip Sheets	20		2.5%
Sambian Case Presentation (Outline Submission)	20		2%
Sambian Case Presentation	20	60	8%
Grant Proposal Team Project (Team Paper: Grant Proposal)	100		10%
Grant Proposal Team Project (Presentation)	25	60	8%
TOTAL	225	170	39.5 %
COURSE TOTAL		**1000**	**100%**

Please refer to your course management system for detailed Assignment Descriptions. Following are examples only.

EXAMPLES OF TWO INDIVIDUAL ASSIGNMENTS

1. *Communication Development Plan (CDP) (2 Parts: 50 pts)*
   A focus of this course is to provide you an opportunity to engage in a significant executive development experience. The Communication Development Plan (CDP) is a key part of this experience and provides a road map for your continued success. It is one major individual assignment in the course, and positions you for success in the coming year and throughout your career. This assignment will take considerable thought and is best prepared slowly over time. Please follow the specific instructions for the assignment closely.
2. *The "Leapfrog Project" or Launching a Virtual Team: (3 Written Elements: 70/30 pts; 1 Video Presentation: 80 pts = 180 pts)*
   This individual capstone project will allow you to apply your course learning as well as offer an opportunity to demonstrate leadership communication skills. A detailed description is included in your instruction for Week 13, and the project is due in Week 15.

TEAM ASSIGNMENTS

Several deliverables during the course will be team collaborations. These are specifically designed to improve team's effectiveness and efficiency and enhance the team's ability to achieve success. They are also designed to develop your individual skills while allowing you a safe environment to enhance your ability to develop a successful team and drive results in a productive manner. Deliverables include presentations, written documents, peer feedback, and a negotiation activity. The main team assignment: Writing a Grant Proposal: Seeking funding for developing your Library Site as a Marketing and PR Tool, also includes a presentation.

OTHER ACTIVITIES

Almost each week, you contribute to the class (video) blog, or discussion board, and/or complete a multimedia activity. All these are designed to enhance your learning experience, or support assignments you or your team are working on. The first three weeks is the "kick off" phase and have a few more activities than you see later; however, these are all quick and manageable and will set you on track for successful completion of the course.

SUBMISSION POLICY AND DEADLINES

Please exercise professionalism and follow the deadlines posted on the "Moodle" course pages for all activities and assignments. As a course policy, I will not review drafts of written assignments; you will receive feedback on your final submissions. Points will be deducted from late submissions (see points below).
Occasionally, students must submit an assignment late. To encourage everyone to complete their coursework, I accept late work for individual assignments - with the exception of "Reflection

Questions" and discussion board entries. The latter need to be submitted on time for other students to be able to respond.

In fairness to those who do submit all other assignments on time, here the penalty process for late work:

1. If you are going to be late turning in an assignment, email me prior to the deadline. Email me again to alert me when you have submitted the assignment.
2. I will ONLY accept late submissions for selected assignments or activities for up to FIVE days. (For example, in our course, Day 01 of each week is Wednesday. Most submissions are due Tuesday night before. A 5-day late submission will have to be submitted by Sunday night (Day 05).
3. I will grade all late assignments and then deduct percentage points. Work less than 24 hours late will be deducted 10%, work more than 24 hours late, but under the five-day limit, will be deducted 25%.

PEER EVALUATION

Please honestly and accurately answer the questions below. All feedback is anonymous and neither your instructor nor your fellow classmates can identify who has responded to the survey. The first question asks you to identify whom you are evaluating. Each question after that has a title explaining the topic of the question, the question, and the scale to answer the question. All questions with a grading scale use the same values with 5 indicating a team member performed excellently and 1 indicating a team member performed poorly. The last question in the survey gives you additional space to write comments for additional clarification or feedback. After you have completed the survey, click the submit button at the bottom of the page. You will be then be taken to a page that will give you the option to complete the survey again. You can go onto the survey and this time review a different team member. Make sure to review everyone in your group.

* Required

Name of Person Being Reviewed *
Please type the name of the person you are reviewing in the space below.
Contribution
Rate your team member, where a 5 is excellent contribution and a 1 is poor.

1 2 3 4 5

Teamwork
Rate your team member, where a 5 is excellent teamwork and a 1 is poor.

1 2 3 4 5

Follow-Through

Rate your team member, where a 5 is excellent follow-through and a 1 is poor.

1 2 3 4 5

Acceptance of Feedback

Rate your team member, where a 5 is excellent acceptance of feedback and a 1 is poor.

1 2 3 4 5

Availability

Rate your team member, where a 5 is excellent acceptance of availability and a 1 is poor.

1 2 3 4 5

Responsiveness

Rate your team member, where a 5 is excellent acceptance of responsiveness and a 1 is poor.

1 2 3 4 5

Additional clarification or feedback

Please provide any additional clarification or feedback in the space provided below.

SESSIONS AND DAYS OF THE WEEK

Due dates for assignments and discussions are stated in day numbers. Day 1 is Wednesday, the first day of the beginning of each weekly session. Assignments are due no later than 11:59 p.m. in Pacific Time (PT) on the day that is stated in the assignment.

Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7
Wednesday	**Thursday**	**Friday**	**Saturday**	**Sunday**	**Monday**	**Tuesday**

LIVE SESSIONS

Live Sessions will be held using Zoom or Adobe Connect. If you cannot attend a session, it will be recorded and archived for you to view later. These are archived in the General section of the Moodle course space under Archive on the Live Session Information discussion board page. However, any quizzes and/or in-class assignments are only administered and taken during the live class session. It is important that you check the Live Session Information page regularly for Live Session schedules and recordings.

ADD/DROP PROCESS

Courses may be added until **May 21, 2019**. After registering, it is the student's responsibility to officially drop from a course if he or she decides not to continue in a course. All such changes must be processed by Web registration or through the Registration Department. Failure to withdraw officially will result in the mark of "UW," which is computed in the GPA as zero (0) grade points. A student may drop a course without academic or financial penalty up until **May 21, 2019**. If the course is dropped after **May 21, 2019** and before **June 18, 2019**, the course does not appear on the academic transcript, but the course tuition and fees will be assessed to the student's account. If the course is dropped after **June 18, 2019**, it will be recorded with a mark of "W." No course may be dropped after **July 23, 2019**. A student may not withdraw from a course in which he or she committed or was accused of committing an academic integrity violation.

TECHNOLOGY REQUIREMENTS

All students must have access to a computer with the below requirements, which will allow you to participate in class meetings and utilize Adobe Connect. Please note that it is essential to use headphones during online class meetings in order to avoid a disruptive audio feedback loop. To verify that you have the appropriate hardware and software, please log in to the course to launch the Browser Test Page.

TECHNICAL SUPPORT

The Help Desk is available to provide assistance 24 hours a day, every day. This assistance is restricted primarily to problems with the course delivery platform. Contact the Help Desk to resolve problems that you believe are not associated with the hardware and software you have purchased from a vendor. Examples include being unable to view multimedia files or view responses to comments you have posted in the discussion area. If you are not sure whether the problem is due to your computer system, contact the Help Desk for guidance; otherwise, contact the vendor. To talk to a live technical support agent, please call: 877-807-8557 or visit our Support Website.

In the event of technical breakdowns, students will receive detailed instructions of how to deliver coursework, depending on the current task (for example, students might deliver work using a mail carrier, or in-person delivery, etc.).

Further, we recommend:

Projects, classwork, etc. – backup work frequently, save files to a backup drive or to an online storage application, email files to oneself, and keep a hard copy of papers/projects.

MAINTAINING STANDARDS OF APPROPRIATE ONLINE BEHAVIOR

Information Technology Services publishes “Policies Regarding Student Use of Computing Resources at USC.” This document can be accessed at University Information Technology

Policies. The protocols defined by the USC Student Conduct Code must be upheld in online classes.

The following are strictly prohibited:

- Posting inappropriate material
- SPAM to the class
- Online flaming (hostile and insulting interaction between Internet users)
- Offensive language

For more information, please visit USC Student Judicial Affairs and Community Standards page.

THE IMPORTANCE OF COURSE EVALUATIONS

The student course evaluations are valuable. This course is continuously improved, based on feedback from students and instructor observations.

EMERGENCY PREPAREDNESS

In case of a declared emergency if travel to campus is not feasible, the USC Emergency Information website will provide safety and other information, including electronic means by which instructors will conduct class using a combination of USC's Blackboard learning management system (blackboard.usc.edu), teleconferencing, and other technologies.

STATEMENT ON ACADEMIC CONDUCT AND SUPPORT SYSTEMS

Academic Conduct:

Plagiarism – presenting someone else's ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in *SCampus* in Part B, Section 11, "Behavior Violating University Standards." Other forms of academic dishonesty are equally unacceptable. See additional information in *SCampus* and university policies on scientific misconduct.

Support Systems:

Student Health Counseling Services (SCS) - *(213) 740-7711 – 24/7 on call*

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

National Suicide Prevention Lifeline - *1-800-273-8255 – 24/7 on call*

Provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week.

Relationship & Sexual Violence Prevention Services (RSVP) - *(213) 740-4900 - 24/7 on call*

Free and confidential therapy services, workshops, and training for situations related to gender-based harm.

Office of Equity and Diversity (OED)/Title IX compliance – (213) 740-5086
Information about how to get help or help a survivor of harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants. The university prohibits discrimination or harassment based on the following protected characteristics: race, color, national origin, ancestry, religion, sex, gender, gender identity, gender expression, sexual orientation, age, physical disability, medical condition, mental disability, marital status, pregnancy, veteran status, genetic information, and any other characteristic which may be specified in applicable laws and governmental regulations.

Title IX Reporting Options

The Office of Disability Services and Programs - (213) 740-0776
Support and accommodations for students with disabilities. Services include assistance in providing readers/notetakers/interpreters, special accommodations for test taking needs, assistance with architectural barriers, assistive technology, and support for individual needs.

USC is committed to making reasonable accommodations to assist individuals with disabilities in reaching their academic potential. If you have a disability which may impact your performance, attendance, or grades in this course and require accommodations, you must first register with the

Office of Disability Services and Programs. Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. Please be sure the letter is delivered to me (or to your TA) as early in the semester as possible. DSP is located in GFS (Grace Ford Salvatori Hall) 120 and is open 8:30 a.m.–5:00 p.m., Monday through Friday. The phone number for DSP is (213) 740-0776. Email: ability@usc.edu.

USC Support & Advocacy – (213) 821-4710
Assists students and families in resolving complex issues adversely affecting their success as a student EX: personal, financial, and academic.

Diversity at USC –
Tabs for Events, Programs and Training, Task Force (including representatives for each school), Chronology, Participate, Resources for Students

USC Emergency Information UPC: (213) 740-4321 – HSC: (323) 442-1000 – 24-hour emergency or to report a crime.
Provides safety and other updates, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

USC Department of Public Safety – Non-Emergency: UPC: (213) 740-6000, HSC: (323) 442-120 – 24/7 on call
Provides overall safety to USC community.

COURSE OUTLINE AND ASSIGNMENTS

	Topics/Weekly Learning Objectives	**Readings and Homework**	**Deliverables (check on Moodle for due dates)**

Week 1 **May** **1-7**	WEEK 1 *Leadership Communication Skills:* *Introduction to the Course* • Syllabus & Course Expectations • Defining Leadership Communication • Identifying Issues and Challenges in Library Management Communication • Learning about Communication Ethics	• Barrett, Chap. 1 & 2 (What is Leadership Communication? Purpose, Strategy, and Structure) • Choi & Rasmussen (2006). What is Needed to Educate Future Digital Librarians. *D-Lib Magazine*. [PDF on Moodle] • Morgan, N. How to Become an • Authentic Speaker. *HBR's 10*	1. Week 01 Reflection Questions 2. Week 01 Discussion 01: Leader Profiles 3. Week 01 Discussion 02: Ethics Video Case 4. Week 01 Activity 01: SDI Survey 5. Week 01 Activity 02: Dress Rehearsal
Week 2 **May** **8-14**	*Leadership Communication Skills:* *Intra- and Interpersonal Skills* • Understanding your SDI Color • Getting to Know Yourself as Communicator • Developing Interpersonal Skills • Applying Strategy & Audience Analysis Logic Using the Pyramid Approach	• Barrett, Chap. 6 (browse), 8 • Porter, Elias.On the Development of Relationship Awareness Theory. [PDF on Moodle] • Drucker (1999). Managing Oneself. *Harvard Business Review.* • Tannen, D. The Power of Talk. • *HBR's 10* • Cooper, C. (2008). • Raise your speaking style. *Investors' Business Daily.* [PDF on Moodle]	1. Week 02 Reflection Questions 2. Week 02 Assignment 02: Your Story - Part I 3. Week 02 Discussion 01: Spree Cruise Lines 4. Week 02 Activity 01: SDI Activity 5. Week 02 Post Activity Survey 6. Week 02 Checkpoint 01: Personal Communication Development and Goal Plan
Week 3 **May** **15-21**	*Leadership and Organizational Communication: Personal Professional Growth* • Developing your Social (Emotional) Intelligence • Defining Personal Growth Goals • Creating effective written communication • Honing listening skills • Recognizing non-verbal communication	• Barrett, Chap. 3, 5 • Barrett, Chap. 8, pp. 215-219 • Barrett, Chap. 4 (optional) • *Goleman, D. (1998). What Makes a Leader? HBR.* • *Goleman* & Boyatzis (2008). Social Intelligence and the Biology of Leadership. *HBR.* • Peters, Tom. The Brand Called You. *Fastcompany*. [PDF on Moodle] *(visit www.tompeters.com)*	1. Week 03 Discussion 01: Post and Share - Personal Observations & Applications of S'EQ 2. Week 03 Quiz 01: Listening Scenarios 3. Week 03 Reflection Questions 4. Week 03 Assignment 01: Your Story - Part II

	• Improving Networking Skills		
Week 4 May 22-28	*Leadership and Organizational Communication: Personal Professional Growth* • Building Oral Presentation Skills • Identifying Root Causes for Communication Failure • Building Leadership Communication Skills Student Conferences	• Barrett, Chap. 6, 7 • Barrett, Chap. 12 (optional) • Winger, A.R. (2004). Face-To-Face Communication: Is It Really Necessary In A Digitizing World? [PDF on Moodle] • The Power Formula for Presentations (PPT) • Conger. The Necessary Art of Persuasion. *HBR's 10* • Mikkelson, A., York, J.A., & Arritola J., (2015). Communication competence, leadership behaviors, and employee outcomes in supervisor-employee relationships. [PDF on Moodle]	1. Week 04 Reflection Questions 2. Week 03 Activity 01: Coaching Employees 3. Week 03 Post Activity Survey 4. Week 04 Assignment 01: My Workplace and I - Part I 5. Week 04 Assignment 02: Personal Communication Development and Goal Plan 6. Week 04 Activity 01: Coaching Employees 7. Week 04 Post Activity Survey
Week 5 May 29 - June 4	*Leadership and Organizational Communication: Team Dynamics* • Building Effective Teams • Establishing Team Work Processes • Managing Team Conflict • Working in Virtual Teams	• Barrett, Chap. 10, 11 • Barrett, Chap. 6 (review) • Skovolt, K. (2009). *Leadership in a Virtual Team*. [PDF on Moodle]	1. Week 05 Reflection Questions 2. Week 05 Assignment 01: Working in Teams - Part I 3. Week 05 Discussion 01: My Workplace and I - Part II 4. Week 05 Assignment 02: My Workplace and I - Part III (Self-Evaluation Submission) 5. Week 05 Activity 01: Team Conflict Activity (Box Inc. Case) 6. Week 05 Post Activity Survey

Week 6 **June 5-11**	*Leadership and Organizational Communication: Team Dynamics* • Aiming to be a High Performing Team • Managing Team Conflict • Developing Effective Visuals	• Barrett, Chap. 9, 10, 11 (Review) • Kruse, K. (2012). Stop Giving Feedback, Give Feedforward. *Forbes*. [PDF on Moodle] • Cooper, C. (2008). Focusing on Team Goals. *Investors Business Daily.* [PDF on Moodle]	1. Week 06 Reflection Questions 2. Week 06 Discussion 01: Experience in Virtual Teams 3. Week 06 Assignment 01: Working in Teams - Part II
Week 7 **June 12-18**	*Leadership and Organizational Communication: Team Dynamics* • Coaching Each Other • Presenting an Improvement Plan	• Barrett, Chap. 8, 10 (Review) • Weeks, H. Taking the Stress Out of Stressful Conversations. *HBR's 10*	1. Week 07 Assignment 01: Working in Teams - Part III
Week 8 **June 19-25**	*Organizational Internal Communication* • Analyzing Communication Problems • Developing Solutions for Internal Communication Problems STUDENT TEAM CONFERENCES (30 min. individual conferences with professor)	• Barrett, Appendix B, Chap. 12 (preview) • Sambian Case Study: "Why are we losing all our good people?" by Ed Lawler III. *CP* • Hamm, J. The Five Messages Leaders Must Have. *HBR's 10* • Ellet, W. (2007). *The case study handbook: How to read, discuss, and write persuasively about cases*. Boston, MA: Harvard Business School Press. [Chapter 3] (PDF)	1. Week 08 Assignment 01: Sambian Case Assignment Presentation Part I (Draft Submission) 2. Week 08 Assignment 02: Personal Communication Development Plan - Part II
Week 9 **June 26 - July 2**	*Organizational Internal Communication and Cross-Cultural Issues* • Defining Culture • Recognizing major cultural differences • Connecting and communicating across cultures • Assessing internal communication effectiveness	• Barrett, Chap. 9, 12 • Barrett, Chap. 13 (optional) • Aritz & Walker (2012). *The effects of leadership style on intercultural group communication in decision-making meetings.* [PDF on Moodle] • Perlow & Williams. Is Silence Killing Your Company? *HBR's 10*	1. Week 09 Reflection Questions 2. Week 09 Assignment 01: Sambian Case Assignment Presentation Part II 3. Week 09 Activity 01: Box, Inc. Case 4. Week 09 Post Activity Survey

Week 10 July 3-9	*Communicating in Writing* ● Understanding and composing persuasive documents in organizational/business contexts ● Identifying elements of grant proposals	● Barrett, Chap. 3 (review) ● Davis, B. Writing a Successful Grant Proposal. [PDF on Moodle] ● Minnesota Council of Foundations. Common Types of Grants. (WebPage) URL: http://www.mcf.org/nonprofits/common-types-of-grants	1. Week 10 Assign 01: Grant Project Pt I
Week 11 July 10-16	*Collaborating in Writing* ● Learning the process of team writing ● Communicating persuasively in writing	● Barrett, Chap. 5 (review) ● Welch, J.M. (2005). The electronic welcome mat: The academic library website as a marketing and public relations tool. [PDF on Moodle] ● McAfee, A. (2006). Mastering the Three Worlds of IT. *(optional; find it via USC Libraries)* ● Davis, B. (2005). Writing a Successful Grant Proposal. In Guide to Minnesota Grantmakers. Minneapolis, MN: Minnesota Council on Foundations. [PDF on Moodle]	1. Week 11 Assign 01: Grant Project Pt II
Week 12 July 17-23	*Leadership Through Effective External Communication (Focus on Public Relations)* ● Connecting To External Stakeholders ● Building And Maintaining A Positive Corporate Image ● Working With News Media ● Handling Crisis Communication	● Barrett, Chap. 14 ● Review Spree Cruise Line Activity	1. Week 12 Reflection Questions 2. Week 12 Presentation 01: Grant Proposal Team Project Part III 3. Week 12 Activity 01: Spree Cruise Lines Activity
Week 13 July 24-30	*Special Topic: Communication Negotiation* ● Achieving Shared Solutions While Building Value In Conversations ● Applying Communication	● Barrett, Chap. 3 ● Sebenius (2001). Six Habits of Merely Effective Negotiators. *HBR. CP* ● Sebenius (2005). What Divides You May Unite You, *Negotiation*, 8(7). *CP*	1. Week 13 Discussion 01: Team Negotiation for Shared Solutions – Forum 2. Week 13 Assignment 01: Project Leapfrog Instructions (Individual Final Course Project)

	Strategies in Negotiations		
Week 14 July 31 - August 6	*Special Topic: Building Value with Creativity* • Understanding creativity • Using communication skills to enhance creativity in the workplace	• Amabile, T. M., & Khaire, M. (2008). Creativity and the role of the leader. *HBR.* • Amabile, T. M., & Kramer, S. J. (2011). The power of small wins. *HBR.* • Isaacson, W. (2012) The real leadership lessons of Steve Jobs. *HBR. CP* (optional)	1. Week 14 Assignment 01: Project Leapfrog 2. Week 14 Discussion 01: Creativity in the Workplace
Week 15 August 7-13	• Course Wrap-up • Final Reflection Blog	• Barrett, Chap. 10, 11 • Skovolt, K. (2009). Proceedings of the 42nd Hawaii International Conference on System Sciences 2009. *Leadership in a Virtual Communication Team*. [PDF on Moodle] (Review)	1. Week 15 Assignment 01: Project Leapfrog - Part II (Final Course Project) 2. Week 15 Discussion 01: Final Course Reflection 3. Peer Evaluation
FINAL Date	Project Leapfrog Final Part		Submission on Day 03 by 11:59PM of Week 15

Appendix I. LIM PROGRAM LEARNING GOALS

The course contributes to achievement of the LIM program goals as follows:

How GSBA-502 Contributes to Student Achievement of LIM Program Learning Goals		
LIM Program Learning Goals	**Degree of Emphasis (1=Low, 2=Moderate, 3=High)**	**GSBA502 Objectives that support this goal**
a. Understand the ecology of libraries and information networks, their unique environments and how they are governed;	1	n/a
b. Articulate and employ professional values and ethics in a variety of situations and circumstances;	3	Create and execute a plan to effectively develop targeted leadership communication skills by understanding the connection between person, behavior and communication style and learning to leverage and expand skill levels. Identify and differentiate the impact communication and leadership behaviors have on individual, team, organizational performance, and external stakeholders by analyzing cases and situations. Devise strategies and techniques to generate more effective communication behaviors in organizational contexts by analyzing audiences and designing communication strategies tailored to them.

c. Apply and assess management strategies, practices and decisions.	3	Demonstrate communication competence in interpersonal, presentation, written, team and leadership situations by planning and delivering persuasive individual speeches, team presentations, professional documents and visuals. Recognize, contrast and categorize individual communication behaviors (including ethical implications) by performing self-analysis (with two instruments) and learning about individual character traits of self and others and their implications for communication. Create and execute a plan to effectively develop targeted leadership communication skills by understanding the connection between person, behavior and communication style and learning to leverage and expand skill levels. Support the communication and leadership skill development of others by critically evaluating their performance as communicators, their skill improvement plans, and coaching them to greater communication effectiveness. Identify and differentiate the impact communication and leadership behaviors have on individual, team, organizational performance, and external stakeholders by analyzing cases and situations. Devise strategies and techniques to generate more effective communication behaviors in organizational contexts by analyzing audiences and designing communication strategies tailored to them. Differentiate between online and offline communication needs, strategies, and behaviors adapting the above mentioned knowledge and skills (as described in the previous learning objectives) to digital environments, including creating and utilizing communication enhancing visuals.

d. Develop and manage content, including negotiating with vendors and licensors, for targeted communities of users;	1	n/a
e. Organize, retrieve and manage information for stakeholder benefit;	1	n/a
f. Locate, synthesize and translate information to intelligence for various client groups;	1	n/a
g. Develop, implement and assess programs and services for enhancing use of information and ideas;	1	n/a
h. Understand the role of current and emerging technologies and infrastructure in organizational	1	n/a

effectiveness and service delivery;		
i. Design, apply and interpret different research and evaluation methods to gain insight, assess impact and make appropriate decisions.	1	n/a
j. Manage and lead diverse projects and teams, understanding communication and leadership behaviors that affect workplace performance and client satisfaction.	3	Recognize, contrast and categorize individual communication behaviors (including ethical implications) by performing self-analysis (with two instruments) and learning about individual character traits of self and others and their implications for communication. Create and execute a plan to effectively develop targeted leadership communication skills by understanding the connection between person, behavior and communication style and learning to leverage and expand skill levels. Support the communication and leadership skill development of others by critically evaluating their performance as communicators, their skill improvement plans, and coaching them to greater communication effectiveness. Identify and differentiate the impact communication and leadership behaviors have on individual, team, organizational performance, and external stakeholders by analyzing cases and situations. Devise strategies and techniques to generate more effective communication behaviors in organizational contexts by analyzing audiences and designing communication strategies tailored to them.

k. Apply persuasion and influence through networking, collaboration, and relationship-building;	2	Support the communication and leadership skill development of others by critically evaluating their performance as communicators, their skill improvement plans, and coaching them to greater communication effectiveness. Identify and differentiate the impact communication and leadership behaviors have on individual, team, organizational performance, and external stakeholders by analyzing cases and situations. Devise strategies and techniques to generate more effective communication behaviors in organizational contexts by analyzing audiences and designing communication strategies tailored to them.

l. Demonstrate a commitment to continued professional education and lifelong learning.	**3**	**Demonstrate communication competence in interpersonal, presentation, written, team and leadership situations by planning and delivering persuasive individual speeches, team presentations, professional documents and visuals.** **Recognize, contrast and categorize individual communication behaviors (including ethical implications) by performing self-analysis (with two instruments) and learning about individual character traits of self and others and their implications for communication.** **Create and execute a plan to effectively develop targeted leadership communication skills by understanding the connection between person, behavior and communication style and learning to leverage and expand skill levels.** **Support the communication and leadership skill development of others by critically evaluating their performance as communicators, their skill improvement plans, and coaching them to greater communication effectiveness.** **Identify and differentiate the impact communication and leadership behaviors have on individual, team, organizational performance, and external stakeholders by analyzing cases and situations.** **Devise strategies and techniques to generate more effective communication behaviors in organizational contexts by analyzing audiences and designing communication strategies tailored to them.** **Differentiate between online and offline communication needs, strategies, and behaviors adapting the above mentioned knowledge and skills (as described in the previous learning objectives) to digital environments, including creating and utilizing communication enhancing visuals**